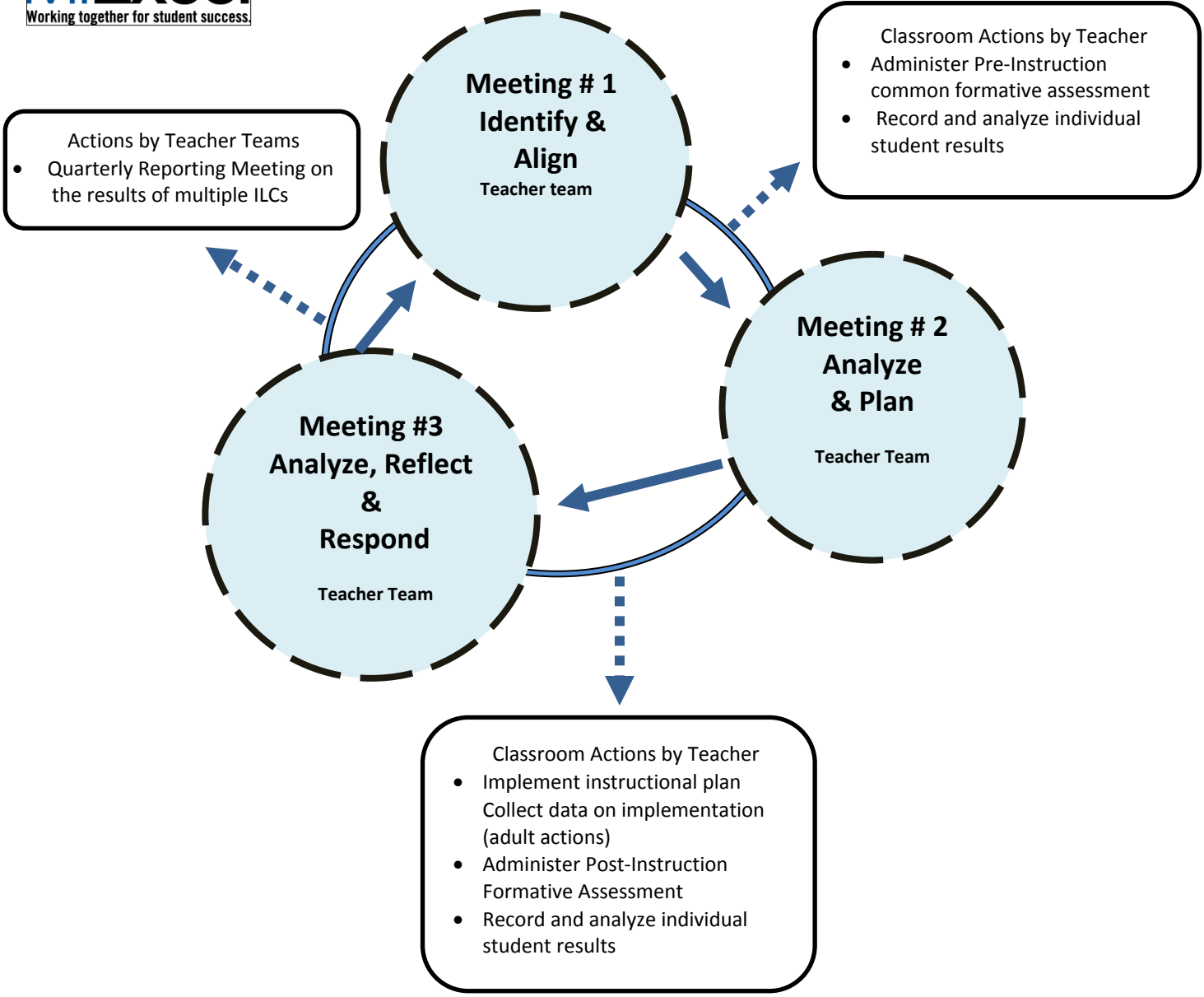
Instructional Learning Cycle



Instructional Learning Cycle	School Name:	Principal:
Team Members:	Grade Level or Content Area:	Date:

Guiding questions for Teacher Teams to Consider

Student Learning
- What do we want students to know and be able to do?

Success indicators
- How will students demonstrate that they have acquired the essential knowledge and skills?
- How will we agree on the criteria that we will use in judging the quality of student work, and can we apply the criteria consistently?

Differentiated Instruction
- How will we intervene for students who struggle and enrich the learning for students who are proficient?

Professional Practice and Collective Responsibility
- How will we use the evidence of student learning to improve our individual and collective professional practice?

Based upon the collaborative review of grade level/content area state and local assessment results, R/R and School Improvement Plans, as well as additional factors uncovered during Data Dialogues, teacher teams determine a focus for the Instructional Learning Cycle.

Meeting 1: Identify and Align *aligning measureable objective to standards, assessment and strategy*

Identify and Align

Identify CCSS or state standard(s) which will be the target of this ILC

Identify the Measureable Objective for this ILC

Identify an Instructional Strategy for this ILC

Describe how this instructional strategy is connected to your Reform and Redesign Plan and your building level school improvement plan:

Plan the common formative assessment that will be used during this cycle

Determine the score to be considered proficient on the chosen common formative assessment

Determine pre- instruction common formative assessment window

Meeting #2: Analyze, Predict & Plan *discussing data and planning for instruction*

Analyze and Predict

Pre- Instruction Common formative assessment scores (percent in each category)

Description of group	Individual classroom results	Individual classroom results	Individual classroom results	Individual classroom results	Combined classroom results	**Predict Post-Instruction assessment results**
Students at or above proficient						
Students close to proficient						
Students far from proficient						

What patterns emerged from our pre-instruction data?

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Plan for instruction

How will we plan for instruction based on the student data?

How will the chosen instructional strategy be implemented?

How will we plan differently for students who are already proficient, close to proficient and far from proficient?
Refer to ILC Template # 1 Classroom Results

What data will be collected on implementation and how will this data be collected? (Adult actions)

Plan for post-instruction common formative assessment

Set post-instruction assessment window

Set date for meeting #3

Meeting #3: Analyze, Reflect & Respond *reflecting and responding to results*

Analyze implementation Data

Discuss the data collected on adult implementation of the strategy

How successful was our implementation?

What factors might have influenced the implementation?

What other data might we need to collect on adult implementation of this strategy?

Post-instruction common formative assessment scores (percent proficient in each category)

Description of group	Individual classroom results	Individual classroom results	Individual classroom results	Individual classroom results	Combined classroom results	Change in proficiency
Students at or above proficient						
Students close to proficient						
Students far from proficient						

Reflect and respond to results

What conclusions can we draw about student learning?

Why did we get these results?

How well did the standard and strategy and assessment align to increase student learning?

Compare the student results using the individual teacher's ILC Templates #1 and # 2 Classroom Results . What do we notice about the student distribution?

From this reflection, how do we build on what we have done? How might we strengthen the next ILC?